

How Teachers Social Welfare Affect Students' Academic Performance in Teso South Sub County

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Abstract

While many studies have highlighted the importance of teachers' motivation on student's performance, most studies have not highlighted the influence of teachers' extrinsic motivation on students' academic performance in secondary schools. The purpose of this study was to establish out how teacher's social welfare affects students' academic performance in Teso South Sub County. Descriptive

survey design was used. The target population for the study was 374 respondents consisting of 14 principals and 360 teachers. Purposive sampling was used to get the sample size of the 14 head teachers while 20% of the target teachers were sampled to get 72 teachers. Questionnaires were used to collect quantitative data from teachers while interview schedules were used to collect data from Head Teachers. Qualitative data was analyzed using content analysis while quantitative data was analyzed using descriptive statistics. Correlation analysis was performed to test the relationship between the independent and dependent variables. The analysed data was presented in form of tables. The results showed that schools in Teso South provide teacher with fringe benefits, trophies, recognition and hardship allowances and hence improved academic performance of their students. However, houses are inadequate without electricity which has not improved the living conditions of teachers hence the learner's academic performance are negatively affected. The results also showed that most of the schools usually organize retreats in order to motivate them to work hard which has improved teacher's commitment hence improved academic performance. The study recommended that best performing teachers should be given free refresher training courses, workshop and seminars. The study recommended that there is need for the formation of strategic partnerships a long side priority setting between private sectors, school stakeholders sponsoring organizations and communities in providing affordable housing within the school.

Background of the Study

Education is important in stimulation of social economic development as advanced by several government policy documents and various scholars (ROK, 2007). According to Todaro (2004) a country which is unable to invest in education to develop knowledge and skills of her people and utilize them effectively in national economy will be unable to develop anything else. Hallack (1990) states that education has been identified Worldwide as an important component that determines character and social economic development of any nation. According to a study carried out by World Bank (2005) in Nigeria on the impact of extrinsic motivation on Nigerian education system, the findings indicated that most schools are staffed by teachers with low morale and low level of

commitment to their work. Some of the factors that contribute to these problems includes: low condition of school buildings, overcrowding and high teaching load. With high teacher-student ratio in rural areas, largely unsatisfactory rewards system in terms of salary and emoluments, failure to pay incentives for teaching in rural areas, government lack fringe benefits in public schools similar to those offered to teachers in private schools. Promotion can be arbitrary or emphasize on years of experience (Wamukuru, 2006).

According to Alarm and Farid (2011) motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Dornyei (2001) further states that teacher efficacy affects students

directly as there is strong correlation between teacher efficacy and students' performance hence a desired outcome by the students can occur with the help of the teacher. This means that low motivation of teachers affects his performance which affects the students' performance. A study by Spear (2000) in UK revealed that teacher's motivation was low due to work overload, poor pay and low perception by the society. In Pakistan Ayub (2010) reported that intrinsic and extrinsic motivation and academic performance were positively correlated. Demir (2011) indicated that student engagement was predicted significantly by primary school teachers' intrinsic motivation and extrinsic motivation. While teachers' extrinsic motivation has also a direct and positive influence on student engagement, their intrinsic motivation is the most important predictor of student engagement. Teachers' extrinsic motivation had also strong and significant positive effects on their intrinsic motivation.

A survey done in Ghana by Akyeampong (2003) indicated that only 13 percent of respondents indicated that they did not enjoy teaching although nearly one-third stated that they did not intend to remain in teaching profession because they are not motivated. In similar studies conducted in Sierra Leone by Bennell and Kyempong (2007) where teachers were interviewed, 80 percent of teachers said that they did not want to be teachers because of the poor motivation in teaching profession. Nonetheless, in a survey conducted in Sierra Leone, primary school head teachers indicated that if they could, they would replace less than 20 percent of teachers because they are averagely motivated.

Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries (most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda) (Bennell, (2004). Bennell (2004) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. About one-half of junior secondary school leavers in Malawi and Tanzania who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is a staggering 81 per cent (Al-Samarrai and Bennell, 2003). Consequently, teachers often lack a strong, long term commitment to teaching as a vocation. Besides, the status and pay of primary school teachers compared to secondary school teachers is generally much lower in developing countries www.eldif.org/sulltext/dfidtea.pdf. Thus, in the absence of alternative employment opportunities, becoming a secondary school teacher is the main

avenue for social and economic advancement for the most able primary school teachers. This has had important implications for intrinsic motivation of primary school teachers.

In Nigeria Adeyemo, Oladipupo and Omisore (2013) reported that the condition of service of teachers, teachers' Fringe benefit payment, and teachers' promotion of in-service training have a direct influence on the student's performance. In Tanzania according to a study done by Mruma (2013) motivation for persons to join the teaching profession was job security and absence of job alternatives but salary was a low consideration. The study further revealed that the majority of teachers were motivated by intrinsic factors, while a small percentage by extrinsic factors despite the fact that salary was inadequate.

In Kenya, Mulemi (2004) studied levels of motivation among art-based graduate teachers in public secondary schools in Nairobi Province, she sampled 123 art based graduate teachers and head teachers. Three head teachers were randomly selected from the nine for the pilot study using simple random sampling without replacement. Data was collected from the six headteachers using a questionnaire and interview. Mulemi (2004) study showed that motivation of art-based graduate teachers in public secondary schools in Nairobi was a big policy issue in the Kenya education system that needs to be addressed. There was low motivation which had a far-reaching impact on the entire education system.

Gitonga (2012) study reported that working conditions has ensured teachers to perform better hence good students' performance in the examinations. The study further concluded that there was a strong relationship between professional development and KCSE performance in secondary school. The study also concluded that there was a strong relationship between remuneration related factors and school performance in secondary school. Kerubo (2015) found out that in the highly performing schools, all the teachers including those hired by the Board of Management were trained while the schools with low performance had hired teachers some without training.

The link between provision of good working conditions such as proper teachers housing, adequate classrooms and teaching materials, laboratories, human resource in form of teachers rewards and fringe allowances and teacher's motivation is yet to be established with regard to teachers in public secondary schools in Teso (Mbatia, 2004). There is a declining academic

performance of Teso South district over duration of four years. This study therefore proposes to find out the contribution of teacher's extrinsic motivation on students' academic performance in Teso Sub-County.

Statement of the Problem

It is generally accepted that competence and commitment of teachers are two of the most important determinants of learning (Akyempong, 2007). However, public secondary schools in Teso Sub County have been performing lowly for the last five years. There exists a gap on existing literature on how extrinsic motivation affects academic performance in secondary schools in Teso Sub County. Questions have been raised on whether factors such as low housing conditions, low or inadequate rewards, lack of, or inadequate fringe benefits contributes to non-commitment of teachers to their work leads to lack of motivation among teachers. While many studies have highlighted the importance of teachers' motivation on student's performance, these studies have not specifically highlighted the teachers' extrinsic motivation and its effect on students' academic performance. But as Lienert (2006) notes, performance is closely related to motivation in any organization yet the link between motivation and work performance has received very little empirical research (Piccolo and Colquitt, 2006). It is on this basis that the researcher sought to investigate the role of teachers' extrinsic motivation on students' academic performance in Teso South Sub-County.

General Objective

The general objective of the study was to establish out how teachers' social welfare affects students' academic performance in Teso South Sub County

Literature Review

Teachers social welfare and its effect on students' academic performance

As a total concept of welfare, it is a desirable state of existence involving physical, mental, moral and emotional well-being. Morris, Duncan, & Clark-Kauffman (2005) defines teachers' welfare programmes as the good fortune, health, happiness, prosperity, etc., of a person, group, or organization; well-being: to look after a child's welfare; the physical or moral welfare of society. This is the financial or other assistance to an individual or family from an organization, city, state, or national government. Employee Welfare is a comprehensive term including various services, benefits and facilities offered to employees by employers. The welfare measure need not be monetary but in any

kind /forms. Teachers' welfare also includes monitoring of working conditions, creation of industrial harmony through infrastructure for health industrial relations and insurance against diseases accidents' and unemployment for workers and their families. Through such benefits services and facilities, the employer makes life worth living for employees hence improved teachers' commitment to teaching therefore improve students' performance in examinations.

Friedlander (2006) argue that employee welfare is a very broad area of interest. In the best environment's employers will address teacher's welfare in the workplace itself and also consider teachers welfare in terms of the pressures they experience outside the workplace. An employer who is genuinely interested in the welfare of employees (and consequently strengthen their productivity) should be concerned about creating a positive work environment where individuals recognize they are valued. The big-ticket item here is providing a workplace with better housing services and better motivational activities to teachers. As an employee (or prospective employee) you might look for; Clear policies and procedures relating to bullying, harassment and discrimination, a commitment to Equal Opportunity regardless of gender, race, marital status, pregnancy, sexuality, disability or age, Grievance procedures that are clear and actively implemented and ongoing training and development opportunities. According to Hornsby (2004) employee welfare programmes objectives are to provide better life and health to the workers, to make the workers happy and satisfied and to relieve workers from industrial fatigue and to improve intellectual, cultural and material conditions of living of the workers.

Armstrong (2008) argues that teacher's welfare programmes help to improve the images of the school as a good employer and thus assists in recruitment hence increasing commitment and help the retention of the teachers to teaching. Labour welfare entails all those activities of employer which are directed towards providing the employees with certain facilities and services in addition to wages or salaries. The very logic behind providing welfare schemes is to create efficient, healthy, loyal and satisfied labour force for the organization. The purpose of providing such facilities is to make their work life better and also to raise their standard of living. Employers get stable labour force by providing welfare facilities. Workers take active interest in their jobs and work with a feeling of involvement and participation.

Welfare is concerned with the total wellbeing of teachers both at work and at home. Armstrong (2006) states that teacher's welfare programs rest mainly on the abstract ground of social responsibility on schools for those who work for them. Learning institutions need highly performing teachers in order to meet their goals to deliver the products and services they specialize in and hence achieve competitive advantage. According to Srivastava (2004) organizations provide welfare facilities to their employees to keep their motivation levels high. The teacher's welfare programs can be classified into two categories viz. statutory and non-statutory welfare schemes.

The teachers' welfare has been neglected for long hence low performance in their areas of specialization. According to Beech (2000) for good performance, the employees must be contented and satisfied with the organization they are working for. The employee's lack of satisfaction ranges from low salary, bad terms and conditions of service, stagnation in the same job group and intimidation by their seniors, which make them perform lowly in their duties. This has led to the formation of trade unions on the grounds that unity is strength; that unless workers unite there will always be the dominance of employers and hence their grievances may not be catered for.

KNUT has achieved tremendous goals for its members not only in spearheading issues affecting the welfare of teachers, but also in ensuring that the government is committed to providing quality public education. In partnership with Education International and other local and international donor organizations, the trade union has carried out education programmes focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labour, awareness-raising activities towards the Teachers' Service Commission and Education Bills, which directly or indirectly affect teachers in particular and education in general (Nyambala, 2001).

Although significant progress has been realized in teacher professionalism management over the years, the quality of education in Kenya has been hampered by limited skills, large class sizes, inadequate teachers' training and facilities, low remuneration compared to other economy sectors, among others, resulting in frequent calls for strike while negotiating for higher salaries. Other challenges affecting the quality of teaching services include inefficient teachers' use, continued interference in teacher management, and overlaps in the teacher

managers' functions at school, district and national levels (Ibrahim, 2007).

World Bank (1990) in a similar element, the 1990 World Bank report on teachers' conditions of service concluded that in the absence of good welfare to perform better, many teachers are currently providing much less and lower quality education than they are capable. The low welfare of teachers is a major contributory factor to the terribly low learning achievements of primary and secondary students (as cited in Bennell and Mukyanuzi, 2005). A small but increasing number of union locals are following this lead. There existed literatures undertaken especially in Kenya on how teachers' social welfares impact the performance of students in school. This study tries to highlight the role of teacher's associations in improving the teachers' welfare. Ofoegbu et al, (2012) argues that the teacher's attitude towards work naturally affects the teacher's motivation. It has a lot to do with the teacher's desire to take part in the instructional processes in the school environment, his/ her interest in the learners' discipline and his/ her classroom control. It will therefore, include the teachers' participation or lack of involvement in the academic activities taking place in the school. The teacher does translate the philosophies involved with education and the objectives of education into knowledge and skills which he/she then passes on to the learners, the classroom climate affects the whole process of giving knowledge to the students since this process takes place in the classroom. If the teacher perceives the classroom as a safe, happy and healthy place to be in then he/she will have a better participation in the learning process of his/her learners than expected by the school management or even all the other stakeholders and at the end of the process an overall school improvement will be experienced.

The teacher exhibits the image of one with the ability to pass knowledge by being orderly, disciplined and controlling. He/she should be able to diagnose both the students' attitude and feeling by observing their behavior and responses during the classroom lessons. Therefore, depending on how suitable classroom practices are and how tolerating the school environment is the teacher's activities may work for or against the students' performance (Ofoegbu, 2012). Some teachers are intrinsically motivated and they therefore carry out some activities for the feeling of accomplishment and the kind of satisfaction that it provides. While the extrinsically motivated teachers perform a task in order to receive a reward which in most cases is their

monthly salaries. As much as the extrinsic motivation factors are considered as hygienic factors by Herzberg, they are important since they influence a person's behavior a lot. Ofoegbu (2012) argues that as much as the policy makers may establish new education centers, change the school curriculum or even recommend most recent teaching methodologies, they are well aware that they depend on the teachers to implement the methods and use the educational facilities and pass knowledge.

Most managers view motivated workers as those that work hard and are consistent with their hard work and have self-drive towards attaining the most important organizational goals. It is important, therefore that all managers' aim at satisfying their employees' needs to have them motivated as this will lead to improved performance. The principal has to arouse and stimulate teachers to work towards desired goals once motivated; the desire to work has to be nurtured and maintained. Motivation plays a significant role in determining the levels of performance of teachers and students (Olembo, 1992). He argues that if motivation is low, teachers' and students' performance will suffer as much as if the ability was low. Studies done on motivation have shown that motivation is influenced positively by; good pay, good relations with management, healthy work environment, recognition and prospect for career advancement.

Griffin et al., (1997) of Starehe Boys Centre did not find sense in the school principals that made teachers to clock in at 8.00 a.m. and have them spend the whole day in school with total disregard of their timetables. He cited that some teachers were forced to make holes in the fence through which they sneaked out and this according to him made the teachers lack the moral authority to question students that used the same holes to sneak out of school hence a negative impact on the school's level of discipline. He observes that such a system is frustrating to the teacher's hence negative effects on the teachers' performance leading to weak learner academic performance.

Research Methodology **Research Design**

This study used descriptive survey design to assess the teacher's extrinsic motivation on students' academic performance in Teso South Sub-County. According to Khan (2006) a descriptive survey is a method of collecting information by way of interviewing or the administration of tools to a selected sample. The design was used to collect information, which pertains teachers and head teachers' opinions, attitudes, habits or any variety of social issues on teacher motivation. The main advantage of this type of design is that it enabled the researcher to assess the situation within the study area at the time of the study. Moreover, this design was considered worthwhile for the study because the researcher collected, interrogated, analyzed and reported information, as it is without any undue influence over the variables guiding the study.

Study Area

The study was conducted in Teso South Sub-County. This is one of the Sub-Counties in Busia County. Teso is bordered in the north and east by the semi-arid region of Karamoja, to the west by Lango and to the south by Bukedi. Teso South Sub-county lies between latitudes 0° 03" North and 0° 02" North of Equator and Longitudes 34°3" and 34°47" East of the prime meridian. The Sub-County covers a total area of 410.3 Km² (Republic of Kenya, 2010). According to the 2014 National Population and Housing Census, 1.8 million people are living in Teso, 80% of who are the Iteso who speak Ateso. The staple foods are millet, maize and sorghum; other crops are oil seed crops (groundnuts, Simsim - *Sesamum indicum* - and sunflower). Mixed agriculture (crops and livestock) is practiced; cultivation by oxen is the main agricultural technology. The use of crop residues is very common in the Teso System. The average farm size is about 3 hectares. This area was chosen because public secondary schools have been performing poorly for the last five years. In addition, there exists a gap on existing literature on how extrinsic motivation affects academic performance in secondary schools in Teso Sub County. The map of Teso South constituency with county assembly wards is shown in figure 3.

Figure 3. Teso South constituency



Target Population

The target population for this study was employees of Homa Bay Water and Sanitation Company Limited, commercial and domestic users, sub-county water officers as well as NGO's funding community. The accessible is the subset of the target population where the researcher draws the samples. In this study the accessible population was drawn from 4 head of departments that is: Human Resource and administration department, engineering and strategy department, business and customer service department and finance department from Homa Bay Water and Sanitation Company Limited, 1 county water director, 16 sub county water officer, 11 NGO technical officers, 350 domestic users, 263 commercial users (Homa Bay Water and Sanitation Company Limited (2019), and Homabay County, 2019). Since all these officers and users play an important role in water and sanitation services in

Homabay County, they became the accessible population. This was as presented in Table 1.

Sampling Technique and Sample Size

All public secondary schools in the Teso South Sub-County were sampled. Purposive sampling technique was used to select School Principals while simple random sampling technique was used to select teachers. The main advantage of simple random sampling technique is that it gave equal chances for the teachers who were sampled in the study. On the other hand, purposive sampling technique was appropriate for the study as it allows only those who are perceived to have specific information required for the study. According Gay and Airasian (2003) a sample size 20% of the total population is representative. A total of 72 teachers were sampled by the study constituting 20% of the total teacher population in the Sub County which

was manageable for the current study. This constitutes 72 teachers which were proportionately

distributed among the 14 schools. Sampling was done as shown in Table 1.

Table 1: Study Sample Size

Target Group	Target Population	Sampling Procedure	Total Sample
Principals	14	-	14
Teachers	360	20%	72
Total	374		86

A total of 86 respondents were sampled in the study (constituting 72 teachers and 14 School Principals)

Research Instruments

Research instruments are tools that are used to collect necessary information. This study used questionnaires and interview schedule as instruments for data collection.

Questionnaire

Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. According to Sekaran (2006) a questionnaire is a pre formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. The researcher personally administered the questionnaire to the teachers in the selected schools in the area. The advantages of personally administered questionnaires were that it established rapport among the respondents and almost 100% response rate was ensured. The study used researcher-administered questionnaires. The selection of these tools was guided by the nature of data to be collected, time available and the focus of the study. It has quite a number of advantages which include: confidentiality; time saving; and reduced interviewer bias.

Interview Schedules

Yin (2003), states that interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. The researcher used interview schedules to collect data from the Principals. Kerlinger (2003) observed that more people are willing to communicate orally than in writing, this therefore provided data more readily in an interview. The interview schedules were structured based on the research questions of the study which sought to find out the effects of teacher's rewards on student's academic performance in public secondary schools

in Teso South Sub County, the contribution of availability of teachers housing on students' academic performance in public secondary schools in Teso South Sub County. The effect of social welfare on students' academic performance in Teso South Sub County and the effect of teachers' motivational retreats on students' academic performance in Teso South Sub County.

Piloting of Research Instruments

This study used questionnaires after pilot testing them for correctness and accuracy. The pilot study was done in 3 public secondary schools in Bungoma North Sub-County which has similar characteristics as Teso South Sub-county. These schools included 1 mixed school, 1 boy's school and 1 girl. From each school 3 respondents were purposively selected that is, the principal and class teacher. The pilot test was among 27 respondents drawn in Bungoma North Sub-County in Bungoma County and the data used to test the reliability of the research study.

Validity

According to Orodho, (2009), validity is the degree to which results obtained and data analysed represent the phenomenon under investigation. According to Patton (2002), validity is the quality attributed to proposition or measures to the degree to which they conform to established knowledge or truth. Validity has been defined in this study as the degree to which evidence supports any inference a researcher made based on the data collected using questionnaires. Franlin and Ballan, (2001) emphasized that validity involves two concepts, internal and external validity. Internal validity was the extent to which the results were accurately interpreted and external validity as the extent to which results were generalized to a population. The researcher prepared the instruments in close consultation with the Supervisors in order to ensure that the item in the questionnaires covered all the areas under investigation. Expert judgment enabled the researcher to identify weaknesses of the instruments and make appropriate adjustments. Best, Edelman, Krieger, & Eliason (2011) noted that

content validity of the research instruments could be enhanced through expert judgment

Reliability

An instrument is considered reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions. A measuring instrument is reliable if it provides consistent results (Kerlinger & Lee, 2000; Kothari, 2004) and whether the process is reasonably stable overtime. The study carried out pilot study in order to test the reliability of the instruments. Then the split half technique of measuring reliability was employed. Mugenda and Mugenda (2003) observe that split-half technique involves splitting the statements of a test into halves (odd and even items). Then correlation was carried on the two halves. Spearman Formula below was used to test the reliability of the instruments:

$$\frac{2 \times \text{Corr. between the Halves}}{1 + \text{Corr. Between the Halve}} \\ r = \frac{2r}{r+1}$$

Where r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. According to Orodho (2004) a correlation co-efficient of about 0.7 is enough to judge the instruments as reliable for the study. The study obtained a correlation coefficient of 0.71 therefore the instruments were deemed reliable.

Data Collection Procedure

The researcher first obtained a letter of introduction from the Kisii University. The letter was used to obtain research permit from National Commission for Science, Technology and Innovation (NACOSTI) and clearance from Busia County Director of Education (CDE) Office. The selected schools were visited. The researcher made appointments with principals of the sampled schools to notify and request for permission to carry out the study in their schools and arrange for the dates for data collection. The researcher administered the questionnaires to the teachers, while the head teachers were interviewed. The respondents were given ample time to respond to the questions in the questionnaire. This was done to ensure achievement of a good return rate and help respondents to get a chance to seek clarification on items which may prove difficult. The interview was carried out hand in hand with the administration of the questionnaires.

Data Analysis

According Kombo and Tromp (2013), Data analysis refers to examining what has been collected in a

survey and making deductions and inferences. According to Oso and Onen (2009), data analysis entails separation of data into constituent elements, and examination of the data to distinguish its component parts or elements separately and in relation to the whole. The presentation of data refers to ways of arranging data to make it clearly understood. Data analysis was done with the aid of Statistical Package for Social Sciences (SPSS). Descriptive statistics was used where appropriate. Data, which was mainly categorical, was presented as frequencies with their corresponding frequencies. Both the qualitative and the quantitative data were used to analyse data obtained from the questionnaires and interview schedule. Qualitative data was transcribed and analyzed thematically. The study also used inferential statistics which included correlation analysis; to test the relationship between the independent variable and the dependent.

Ethical Considerations

The study sought to investigate the role of teachers' extrinsic motivation on students' academic performance. It was important to think about ethical aspects in every stage of preparations to carry out an enquiry. Respondents were fully informed regarding the objectives of the study, while they were reassured that their answers were treated as confidential and used only for academic purposes and only for the purposes of the particular research. Except from the above, participants were not harmed or abused, both physically and psychologically, during the conduction of the research. In contrast, the researcher attempted to create and maintain a climate of comfort. The schools involved were informed through their principals in advance. Other respondents were also informed through the researcher's introductory visits. Appointment dates were fixed for interview with each principal. The researcher gave a brief explanation to clarify the intention of the research.

Findings and Discussions

Questionnaire Return Rate

The interview schedules were fully done among the 14 head teachers therefore the response rate for the interviews was 100%. However, out of the 72 questionnaires only 65 were fully answered which translates to a response rate of 90% which was therefore considered adequate enough to avail the information on the subject matter (Dillman & Smyth, 2009).

Background Information of the Respondents

The study sought to find out background information of the respondents.

Gender

The study sought to find out the gender of teachers. The response of teachers based on their gender is

summarized in Table 2 below.

Table 2: Gender

	Gender	
	Frequency	Percent
Male	29	44.6
Female	36	55.4
Total	65	100.0

Table 2 shows that 29(44.6%) of the teachers selected were male while 36(55.4%) were female. This shows that the researcher captured more male than female. Therefore, these indicate that most of the schools have employed more male teachers than

female teachers.

Teachers experience

The researcher wanted to find out the years of teaching in the selected schools in Teso South Sub-county; the results are shown on Table 3.

Table 3: Teachers Experience

	Frequency	Percent
less than two years	23	35.4
2-5 yrs	30	46.2
6-10 yrs	10	15.4
11-15 yrs	1	1.5
Over 15 years	1	1.5
Total	65	100.0

Table 3 shows that of the 23 teachers (35.4%) had been teaching for less than two years, 30 (46.2%) had been teaching for 2-5 yrs, 10(15.4%) had been teaching between 6-10 yrs, 1(1.5%) had been teaching between 11-15 years and 1(1.5%) had taught for over 15 years. The findings showed that the majority of the selected teachers had taught for 2-5 years this implied that most of the teachers were to some considerable experienced in their work. This means that there are few experienced teachers who can serve as mentors and provide professional support

and leadership thus motivating teacher. When asked how long they had been teaching in the current school (80%) of the teachers said that they been teaching for 1 and half years while (20%) said that they had been teaching for over 1 and half years hence having adequate information on the influence of extrinsic motivation on students' academic achievement in the school on the sub-county.

School Type

The study further sought to find out the School type and the findings are summarized in Table 4.

Table 4: School Category

	Frequency	Percent
Mixed Day school	7	10.8
Mixed Day Boarding school	28	43.1
Boys Day school	15	23.1
Boys Boarding school	6	9.2
Girls Day School	3	4.6
Girls Boarding school	6	9.2
Total	65	100.0

Table 4 shows the frequency and percentage distribution of the respondents according to the school category. Out of the 65 total sampled teachers, 7 (10.8%) said that their schools were mixed day school, 28 (43.1%) said that their schools were mixed boarding school, 15 (23.1%) taught boys days school, 6 (9.2%) were boys Boarding

school, 3 (4.6%) said that their schools were girls day school while 6 (9.2%) said that their schools were girls boarding school.

Descriptive Findings and Discussions

The descriptive used in this study were frequency and percentages.

Teachers Social Welfare.

This objective sought to find out the effects of teacher's social welfare on student's academic

performance in Teso Sub-county. The findings are presented in table 5.

Table 5: Teachers Social Welfare

		Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
Teachers are given sickness leave which makes them feel cared for and would work hard towards achieving high results hence improved academic performance	F %	7 10.8%	14 21.5%	14 21.5%	26 40.0%	4 6.2%
Teachers are given enough time to grief hence improving their social self thus good academic results for learners	F %	4 6.2%	24 36.9%	17 26.2%	20 30.8%	0 0.0%
Teachers are given maternity leave which ensures that teachers social life is protected hence improving their work commitment thus improved learner's academic performance.	F %	4 6.2%	17 26.2%	20 30.8%	24 36.9%	0 0.0%
The school provides food welfare programmes to ensure that all the teachers are fed for better performance thus improved learners academic performance	F %	13 20.0%	26 40.0%	17 26.2%	6 9.2%	3 4.6%
The school has transportation programmes for teachers far away from the school to ensure that they arrive at school earlier hence improved learners' academic performance	F %	8 12.3%	9 13.8%	17 26.2%	26 40.0%	5 7.7%
The school has Paternity leave for teachers to ensure that they feel care for and hence improved learners' academic performance	F %	20 31%	10 15%	0 0	25 38%	10 15%
Teachers are given free medical and dental attention which has improved the academic performance of learners.	F %	5 8%	10 15%	5 8%	42 65%	3 4%

From Table 5, 7(10.8%) of the respondents strongly agreed that teachers are given sickness leave which makes them feel cared for and works hard towards achieving high results hence improved academic performance, 26(40%) disagreed to the opinion, 14(21.5%) were undecided, 14(21.5%) disagreed while the rest 4(6.2%) strongly disagreed. Moreover 4(6.2%) teachers are given enough time to grief hence improving their social self thus good academic results for learners, 24(36.9%) disagreed with the view, 17(26.2%) were undecided and 20(30.8%). Table 4.6 also shows that 4(6.2%)

strongly agreed that teachers are given maternity leave which ensures that teachers social life is protected hence improving their work commitment thus improved learner's academic performance, 24(36.9%) agreed to the opinion, 20(30.8%) were undecided, and 17(26.2%) disagreed that teachers are given maternity leave which ensures that teachers social life is protected hence improving their work commitment thus improved learner's academic performance. The results in Table 4 also showed that 26(40.0%) agreed that their school provides food welfare programmes to ensure that all

the teachers are fed for better performance thus improved learners academic performance while only 6(9.2%) disagreed, while only 5(7.7%) strongly disagreed that they have transportation programmes. Moreover, the results showed that 26(40.0%) disagreed that the school has transportation programmes for teachers who live far away from the school to ensure that they arrive at school earlier hence improved learners' academic performance while 9(13.8%) disagreed. The results also show that 25(38%) strongly disagreed that the school has their own paternity leave for teachers to ensure that they feel care for and hence improved learners' academic performance, 10(15%) agreed while on the other hand 20(31%) disagreed, 10(15%) agreed that the teachers are given free medical and dental attention which has improved the academic performance of learners while 42(65%) disagreed.

When the head teachers were asked to give their opinions on how social welfare of teachers affects academic performance of student's majority of them reported that when the social needs of teacher are taken care of, the students are the biggest beneficiaries since teachers commit themselves in performing their respective duties. This is because they will be committed to their work and will deliver to the advantage of the students and as per the requirement of their teaching responsibilities. This was shown by such sentiments from the head teachers;

A teacher whose social needs are well met will deliver well to the advantage of students. Their welfare socially makes teachers to have positive attitude towards their work and hence boost academic performance of

students. They work with least supervision (head teacher #1 and #2).

When teachers perceive that their needs are taken care their output increases. However, teachers who have social problems do not concentrate in school programmes hence low performance in their subject (head teacher #4 and #8).

It was also noted that all the head teachers reported that their school is concerned with the welfare of their teachers evidenced by the presence of welfare programs like free lunch among others. However, it was noted that schools have not put in place social welfare programs for their teachers including maternity and paternity leave, transport program and sick leave among others because these programs are already provided by TSC. This implies that many secondary schools in Teso south sub-County have only provided food for their teachers. Herzberg's Two-Factor Theory of Motivation (Herzberg, 1959) noted that such factors are termed as hygiene factors which ensure that an employee is not dissatisfied.

Inferential Analysis

This section describes the results of correlation analysis and regression analysis to show the relationship between stakeholder analysis and project performance.

Correlation Analysis Results

The study also carried out a Pearson product-moment correlation to determine the relationship between Teachers social welfare and students' academic performance. The correlation matrix is presented in Table 6

Table 6: Relationship between Teachers Social Welfare and Academic Performance

Teachers Social Welfare	academic performance	
	Pearson Correlation	-.329
	Sig. (2-tailed)	.001
	N	94

As shown in Table 6 there was a weak negative correlation between teachers' social welfare and academic performance, ($r=-0.329$, $p=0.01$, $p<0.05$). This therefore shows that social welfare is not related to student academic performance among the selected schools in Teso sub-County. Based on descriptive statistics, majority of the teachers agreed that teachers are given not given sickness program,

maternity and paternity leave as it is only TSC that are mandate in providing such programs. However, they are given enough time to well as food welfare programmes which makes them feel cared for and would work hard towards achieving high results hence improved academic performance. In agreement is Ikenyiri and Ihua-Maduenyi (2012) who reported that prompt payment for food and

clothing was statistical predictors of teacher's effectiveness. Similar to the findings Armstrong (2004) argues that teacher's welfare programmes help to improve teacher's welfare

On the other hand, the results schools did not give free medical attention to teachers which has not improved the academic performance of learners. Similarly, correlation analysis shows that there was a weak negative correlation between social welfare and academic performance. In agreement Nairuba (2011) found a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja. However, Aacha (2010) study revealed a significant positive relationship between extrinsic motivation and teacher performance and hence improved academic performance.

Summary, Conclusions and Recommendations Teachers social welfare and students' academic performance

The results on this objective which sought to find out the influence of teachers' social welfare on students' academic performance showed that most of the teachers reported that teachers are given sickness leave, enough time to grief, maternity and paternity and have food welfare program which ensures that teachers social life is protected hence improving their work commitment thus improved learner's academic performance. However, it was noted that majority of the teachers disagreed that schools offer free medical and dental attention for teachers which has improved the academic performance of learners. The correlation analysis showed a weak negative correlation between teacher's social welfare and academic performance. Nonetheless most of the head teachers reported that they have put in place social welfare programs for better performing teachers.

Conclusions of the Study

The study also concluded that the most of the schools have not put in place an effective social welfare programs such as sickness welfare program, bereavement, paternity and maternity leave, domestic problems among others and would work hard towards achieving high results hence improved academic performance. In addition, the secondary schools in Teso Sub-county have transportation programmes for teachers far away from the school to ensure that they arrive at school earlier hence improved learner's academic performance. However, it was concluded that teachers are not given free medical and dental attention.

Recommendations of the Study

The study recommends that the schools should find ways of providing adequate need satisfiers in order to motivate them. This is because teachers who perceive a more positive school environment have more control over their classrooms and are more satisfied with their jobs hence improved performance of students.

Suggestions for Further Research

The study recommended that a study be done on the role of private public partnership in providing quality housing for teachers in Teso South sub-county

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